

## Discussion of Transformation Initiative Option with CAEP February 2014

### Overview

This report discusses possible requirements for California institutions seeking eligibility for the Transformation Initiative pathway for Council for the Accreditation of Educator Preparation (CAEP) accreditation activities.

### Staff Recommendation

This is an information item.

### Background

The Council for the Accreditation of Educator Preparation provides two pathways to accreditation for eligible institutions: Continuing Improvement and Transformational Initiative. *“The Continuous Improvement pathway in accreditation allows an institution to focus on its own improvement process. The Transformation Initiative provides an EPP (Educator Preparation Program) with the opportunity to focus on the improvement of the profession using research on its own successful practices.”* Additional information about the Transformation Initiative pathway is provided in the CAEP Quick Guide: Transformation Initiative (TI) Pathway (<http://www.ncate.org/LinkClick.aspx?fileticket=blNqxDVX%2bTc%3d&tabid=649>). CAEP established the TI pathway in response to criticism about the weakness of the research base for teacher preparation.

The Commission’s accreditation process allows institutions accredited by CAEP (formerly the National Council for the Accreditation of Teacher Education and the Teacher Education Accreditation Council) to accomplish both national accreditation and state accreditation through a joint site visit process. The Commission’s protocol allows the institution to meet the majority of Common Standards through their response to CAEP Standards.

This joint visit process has worked fairly seamlessly in NCATE visits in the past, and continues to work well with the new Continuous Improvement pathway. However, there is a significantly different approach taken by CAEP for institutions undergoing the Transformation Initiative (TI) process than those in Continuing Improvement (CI) accreditation pathway that may present some challenges to the joint visit protocol. To be eligible for the TI, an educator preparation program sponsor must be accredited without unmet standards and be able to show evidence in a Self-Study Report (SSR) that it continues to meet standards. Program Sponsors seeking accreditation for the first time are only eligible for TI under special circumstances. All institutions are required to confer with CAEP staff prior to beginning TI process.

Upon conferring with CAEP staff and determining eligibility, the EPP submits a proposal that outlines the educator preparation program sponsor’s focus, plan, and capacity for conducting a TI. The TI Proposal is generally submitted to the CAEP Committee on Transformation Initiatives 24-36 months prior to the onsite visit. The TI proposal must not exceed 25 pages and includes the following four components:

1. Significance of the Project
2. Quality of Project Design
3. Quality of Research Design
4. Capacity to Conduct the Initiative.

Institutions that have been allowed to use the Transformational Initiative pathway respond primarily in regards to *progress* on their research proposal. With respect to the demonstration that all CAEP/NCATE standards are continuing to be met, the approach is one that builds on the fact that the institution has met the standards in the past, and the team is to review any *changes* to the implementation of the programs to ensure the changes continue to meet the standards. In addition, the CAEP prompts for TI also include any Areas for Improvement identified in past reviews. The report templates for TI require more limited responses to the standards themselves than the CI pathway. In addition, the list of necessary evidence to demonstrate meeting a standard is significantly reduced for institutions in TI. A comparison of the required response to standards for the Institutional Report is attached for your reference.

Currently, the decision as to whether an institution participates in TI or CI rests with CAEP and the institution alone. The Commission staff has reservations about this policy continuing in this manner and suggests that the COA consider possible eligibility requirements that an institution must meet in order to be approved to follow the TI pathway. Given the difference in responses to standards and CAEP's stated purpose to "*the improvement of the profession using research on its own successful practices*", it may be appropriate for the COA to provide additional guidance to CAEP regarding additional criteria for establishing the eligibility of an institution for the Transformation Initiative option.

Staff has had some preliminary discussions with the CAEP staff on this topic who have indicated their willingness to work with the Commission to allow institutions to meet additional state criteria in order to participate in TI. Staff brings this topic to the COA for guidance as it works to develop one or more options for the Commission to consider.

The COA may wish to discuss the following issues to help guide staff in developing additional Transformation Initiative eligibility requirements for the Commission to consider:

- 1) What is the accreditation history of the institution?
  - Is the program sponsor accredited? Did the site visit result in stipulations?
  - Have all accreditation documents been submitted (PA, BR, transition documents) at the time the institution is seeking approval for TI?
  - Has the program sponsor had Common Standards aligned through previous site visits?
  - Do Biennial Reports consistently demonstrate an ability to implement an *assessment and evaluation system* for ongoing *program* and *unit evaluation* and improvement? (CS2)
  - What are the response rates to Commission-developed surveys (once implemented)? Do they demonstrate alignment with Common Standards? (all, but especially CS 3,4, 7, 8)

- 2) What is the operational history of the institution?
  - Have they consistently submitted accreditation documents on time?
  - Have there been substantive changes? In leadership? In organizational/fiscal structure? In number of Commission-approved programs? (CS1,3)
- 3) Are there any complaints from the program sponsor's stakeholders?
- 4) Should the determination of eligibility require COA Action?
- 5) What other criteria may provide insight regarding determining an institution's "*own successful practices?*"

In addition to the development of a possible eligibility requirement policy, the discussion may also have implications for the next CAEP Partnership Agreement. As the Commission staff and veteran team leads experience the TI accreditation visits, concerns have arisen as to whether the pathway, as it is constructed currently, provides sufficient assurance that the institution, is in fact, continuing to meet all standards.

To date, only one institution in California has experience a TI visit with one additional institution undergoing a TI visit in spring 2014. While these are relatively low numbers, the issues that have been raised to date require the Commission's attention to not only fairness and consistency across program and institutions, but to ensuring the process continues to identify whether an institution is meeting all Commission adopted standards.

### **Next Steps**

Based on the COA discussion, a draft eligibility process for institutions seeking CAEP Transformational Initiative pathway will be developed and presented to the Commission at a future COA meeting.

Appendix A

<b>Standard 1: Candidate Knowledge, Skills, and Professional Dispositions</b>	
<i>Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students.</i>	
<b>Institutional Report: Continuous Improvement</b>	<b>Institutional Report: Transformation Initiative</b>
<p>1.1 Candidate Knowledge, Skills, and Professional Dispositions</p> <p>1.1.a Content Knowledge for Teacher Candidates Summarize processes for development and outcomes from key assessments based on candidates' demonstration of the content knowledge delineated in professional, state, and institutional standards.</p> <p>1.1.b Pedagogical Content Knowledge for Teacher Candidates Summarize processes for development and outcomes from key assessments based on candidates' demonstration of the pedagogical content knowledge delineated in professional, state, and institutional standards.</p> <p>1.1.c Professional and Pedagogical Knowledge and Skills for Teacher Candidates Summarize processes for development and outcomes from key assessments based on candidates' demonstration of the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards.</p> <p>1.1.d Student Learning for Teacher Candidates Summary processes for development and outcomes from key assessments based on candidates' demonstration of the knowledge, skills, and ability to affect student learning.</p>	<p>1.1 What are the significant changes, if any, in what candidate assessment data tell the unit about candidates' meeting professional, state, and institutional standards and their impact on P-12 student learning? Include a statement about programs not nationally/state reviewed, using data and results from key assessments.</p>

***Standard 1: Candidate Knowledge, Skills, and Professional Dispositions***

*Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students.*

**Institutional Report: Continuous Improvement**

**Institutional Report: Transformation Initiative**

- 1.1.e Knowledge and Skills for Other School Professionals  
Summarize processes for development and outcomes from key assessments based on other school professionals' demonstration of the knowledge and skills delineated in professional, state, and institutional standards.
- 1.1.f Student Learning for Other School Professionals  
Summarize processes for development and outcomes from key assessments based on other school professionals' demonstration of abilities to create and maintain positive environments, as appropriate to their professional responsibilities, which support student learning in educational settings.
- 1.1.g Professional Dispositions for All Candidates  
Summarize processes for development and outcomes from key assessments based on candidates' demonstration of professional dispositions expected by the unit.
- 1.1.h Follow Up Studies  
Summarize results from follow-up studies of graduates and employers regarding your teacher education graduates' content knowledge, pedagogical content knowledge and skills, professional and pedagogical knowledge and skills, ability to help all students learn, and professional dispositions.

***Standard 1: Candidate Knowledge, Skills, and Professional Dispositions***

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**Institutional Report: Continuous Improvement**

**Institutional Report: Transformation Initiative**

1.2 Moving Toward Target or Continuous Improvement

1.2.b Continuous Improvement

Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.

1.2 Summarize activities and assessments that demonstrate correction of any areas for improvement from the previous visit, if applicable.

1.3 Transformation Initiative

- Summarize activities and changes based on data on candidate performance and program quality that are related to the TI, if TI is related to this standard.
- Discuss plans for sustaining and enhancing progress on the TI in this area, if TI is related to this standard.

<b>Standard One</b>	
<b>Required Exhibits Continuous Improvement</b>	<b>Recommended Evidence: Transformation Initiative</b>
1.3.a State program review documents and state findings (Some of these documents may be available in AIMS.)	1.4.a Evidence of TI-related changes to candidate content knowledge, pedagogical content knowledge, and professional knowledge and skills, if TI is related to this standard.
1.3.b Title II reports submitted to the state for the previous three years	1.4.b Evidence to support correction of areas for improvement, if any.
1.3.c Key assessments and scoring guides used for assessing candidate learning against professional and state standards as well as proficiencies identified in the unit's conceptual framework (Some of this information may be accessible for nationally recognized programs in AIMS. Cross reference as appropriate.)	1.4.c State program review documents and state findings from the most recent visit(s) (For program information NOT already available in AIMS)
1.3.d Aggregate data on key assessments, including proficiencies identified in the unit's conceptual framework (Data should be disaggregated by program and level regardless of location or method of delivery.)	1.4.d Key assessments and scoring guides used for assessing candidate learning and dispositions against standards and proficiencies identified in the EPP's conceptual framework (For program information NOT already available in AIMS)
1.3.e Key assessments and scoring guides used for assessing professional dispositions, including fairness and the belief that all students can learn	1.4.e Data and summaries of results on key assessments, including proficiencies identified in the EPP's conceptual framework disaggregated by program, and for off-campus, distance learning, and alternative route programs, as appropriate
1.3.f Aggregate data on key assessments of candidates' professional dispositions (Data should be disaggregated by program and level regardless of location or method of delivery.)	1.4.f Examples of candidates' assessment and analysis of P-12 student learning
1.3.g Examples of candidates' assessment and analysis of P-12 student learning	1.4.g Follow-up studies of graduates and summaries of the results
1.3.h Examples of candidates' work (e.g., portfolios at different proficiency levels) from programs across the unit	1.4.h Employer feedback on graduates and summaries of the results
1.3.i Aggregate data on follow-up studies of graduates	1.4.i Data collected by state and/or national agencies on performance of educator preparation programs and the effectiveness of their graduates in classrooms and schools including student achievement data, when
1.3.j Aggregate data on employer feedback on graduates	
1.3.k Data collected by state and/or national agencies on	

<b>Standard One</b>	
<b>Required Exhibits Continuous Improvement</b>	<b>Recommended Evidence: Transformation Initiative</b>
performance of educator preparation programs and the effectiveness of their graduates in classrooms and schools, including student achievement data when available	<p>available</p> <p>1.4.j Findings of other national accreditation associations related to the preparation of education professionals (e.g., ASHA, NASM, APA, CACREP)</p>

**Standard 2. Assessment System and Unit Evaluation**

*The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.*

<b>Institutional Report: Continuous Improvement</b>	<b>Institutional Report: Transformational Initiative</b>
<p>2.1 Assessment System and Unit Evaluation</p> <p>2.1.a Assessment System Summarize content, construct, process, and evaluation of the unit assessment system, its key assessments in relation to professional, state, and institutional standards, and its use in monitoring candidate performance, program quality, and unit operations.</p> <p>2.1.b Data Collection, Analysis, and Evaluation Summarize processes, timelines, and outcomes of data collection, analysis, and evaluation of candidate performance, program quality, and unit operations.</p> <p>2.1.c Use of Data for Program Improvement Summarize processes, timelines, activities, and outcomes derived from use of data for program improvement of candidate performance, program quality, and unit operations.</p> <p>2.2 Moving Toward Target or Continuous Improvement</p> <p>2.2.b Continuous Improvement Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.</p>	<p>2.1 What are the significant changes in how the unit uses its assessment system to improve candidate performance, program quality and unit operations?</p> <p>2.2 Summarize activities and assessments that demonstrate correction of any areas for improvement from the previous visit, if applicable.</p> <p>2.3 Transformation Initiative</p>

**Standard 2. Assessment System and Unit Evaluation**

*The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.*

**Institutional Report: Continuous Improvement**

**Institutional Report: Transformational Initiative**

- Summarize activities and changes based on data on candidate performance and program quality that are related to the TI, if TI is related to this standard.
- Discuss plans for sustaining and enhancing progress on the TI in this area, if TI is related to this standard

<b>Standard Two</b>	
<b>Required Exhibits Continuous Improvement</b>	<b>Recommended Evidence: Transformation Initiative</b>
<p>2.3.a Description of the unit’s assessment system including the requirements and key assessments used at transition points</p>	<p>2.4.a Evidence of TI-related changes to the EPP’s assessment system including the requirements and key assessments used at transition points, if TI is related to this standard.</p> <p>2.4.b Evidence to support correction of areas for improvement, if any</p> <p>2.4.c Procedures for ensuring fairness, accuracy, consistency, and freedom of bias for key assessments of candidate performance and evaluations of program quality and EPP operations.</p> <p>2.4.d Policies and procedures for data use that demonstrate how data are regularly collected, compiled, aggregated, summarized, analyzed, and used to make improvements.</p> <p>2.4.e Examples of significant changes made to courses, programs, and the EPP in response to data gathered from the assessment system</p>

**Standard 3. Field Experiences and Clinical Practice**

*The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.*

<b>Institutional Report: Continuous Improvement</b>	<b>Institutional Report: Transformational Initiative</b>
<p>3.1 Field Experiences and Clinical Practice</p> <p>3.1.a Collaboration Between Unit and School Partners Summarize processes and outcomes of collaboration between unit and school partners in the design, delivery, and evaluation of field and clinical experiences, and in sharing of responsibilities, resources, and expertise.</p> <p>3.1.b Design, Implementation, and Evaluation of Field Experiences and Clinical Practices Summarize the design, implementation, and evaluation of field experiences and clinical practices; expectations for mentors and supervisors; and outcomes of candidates in meeting proficiencies outlined in the unit's conceptual framework, state standards, and professional standards during their field and clinical experiences.</p> <p>3.1.c Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn</p> <p>3.2 Moving Toward Target or Continuous Improvement</p> <p>3.2.b Continuous Improvement Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.</p>	<p>3.1 What are the significant changes in how the unit works with the school partners to deliver field experiences and clinical practice to enable candidates to develop the knowledge, skills, and professional dispositions to help all students learn?</p> <p>3.2 Summarize activities and assessments that demonstrate correction of any areas for improvement from the previous visit, if applicable.</p> <p>3.3 Transformation Initiative</p> <ul style="list-style-type: none"> <li>• Summarize activities and changes based on data on candidate performance and program quality that are related to the TI, if TI is related to this standard.</li> </ul>

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**Institutional Report: Continuous Improvement**

**Institutional Report: Transformational Initiative**

- Discuss plans for sustaining and enhancing progress on the TI in this area, if TI is related to this standard.

<b>Standard Three</b>	
<b>Required Exhibits Continuous Improvement</b>	<b>Recommended Evidence: Transformation Initiative</b>
<p>3.4.a Examples across programs of collaborative activities between unit and P-12 schools to support the design, implementation, and evaluation of field experiences and clinical practice, including memoranda of understanding</p> <p>3.4.b Aggregate data on candidate placement in field experiences and clinical practice (Data should be disaggregated by program and level regardless of location or method of delivery.)</p> <p>3.4.c Criteria for the selection of clinical faculty, which includes both higher education and P–12 school faculty</p> <p>3.4.d Examples of support and evaluation of clinical faculty across programs</p> <p>3.4.e Guidelines/ handbooks on field experiences and clinical practice for candidates, and clinical faculty, including support provided by the unit and opportunities for feedback and reflection</p> <p>3.4.f Assessment instruments and scoring guides used for and data collected from field experiences and clinical practice for all programs, including use of technology for teaching and learning (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)</p> <p>3.4.g Aggregate data on candidates entering and exiting from clinical practice for all programs (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)</p>	<p>3.4.a Evidence of TI-related changes to field experiences and clinical practices, if TI is related to this standard.</p> <p>3.4.b Evidence to support correction of areas for improvement, if any</p> <p>3.4.c Criteria for the selection of clinical faculty, which includes both higher education and P–12 school faculty</p> <p>3.4.d Documentation of the preparation of clinical faculty for their roles (e.g., orientation and other meetings/trainings)</p> <p>3.4.e Descriptions of requirements for field experiences and clinical practice in programs for initial and advanced teacher candidates and other school professionals</p> <p>3.4.f Guidelines for student teaching and internships (e.g., handbooks)</p> <p>3.4.g Assessments and scoring rubrics/criteria used in field experiences and clinical practice for initial and advanced teacher candidates and other school professionals (Cross reference as appropriate from assessment available in AIMS or submitted as exhibits in Standard 1)</p>

**Standard 4. Diversity**

*The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.*

<b>Institutional Report: Continuous Improvement</b>	<b>Institutional Report: Transformational Initiative</b>
<p>4.1 Diversity</p> <p>4.1.a Design, Implementation, and Evaluation of Curriculum and Experiences Summarize the design, implementation, and evaluation of curriculum and experiences; descriptions of and processes for development of diversity proficiencies; and the outcomes based on key assessments.</p> <p>4.1.b Experiences Working with Diverse Faculty Summarize opportunities and experiences for candidates to work with diverse faculty; qualifications and expertise of faculty in supporting candidates in their development of expected proficiencies; and the unit's affirmation of the value and efforts to increase or maintain faculty diversity.</p> <p>4.1.c Experiences Working with Diverse Candidates Summarize opportunities and experiences for candidates to work with diverse peers; and the unit's affirmation of the value and efforts to increase or maintain candidate diversity.</p> <p>4.1.d Experiences Working with Diverse Students in P-12 Schools Summarize opportunities and experiences for candidates to work with diverse students in P-12 schools; processes for the development of knowledge, skills, and professional dispositions related to diversity; and outcomes based on key assessments during field experiences and clinical practice.</p> <p>4.2 Moving Toward Target or Continuous Improvement</p> <p>4.2.b Continuous Improvement Discuss plans for sustaining and enhancing performance</p>	<p>4.1 What are the significant changes in how the unit prepares candidates to work effectively with all students, including individuals of different ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical area?</p> <p>4.2 Summarize activities and assessments that demonstrate correction of any areas for improvement from the previous visit, if</p>

**Standard 4. Diversity**

*The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.*

<b>Institutional Report: Continuous Improvement</b>	<b>Institutional Report: Transformational Initiative</b>
through continuous improvement as articulated in this standard.	applicable  4.3 Transformation Initiative <ul style="list-style-type: none"><li>• Summarize activities and changes based on data on candidate performance and program quality that are related to the TI, if TI is related to this standard.</li><li>• Discuss plans for sustaining and enhancing progress on the TI in this area, if TI is related to this standard.</li></ul>

<b>Standard Four</b>	
<b>Required Exhibits Continuous Improvement</b>	<b>Recommended Evidence: Transformation Initiative</b>
<p>4.4.a Aggregate data on proficiencies related to diversity that candidates are expected to demonstrate through working with students from diverse groups in classrooms and schools, including impact on student learning</p> <p>4.4.b Curriculum components and experiences that address diversity proficiencies (This might be a matrix that shows diversity components in required courses.)</p> <p>4.4.c Assessment instruments and scoring guides related to candidates meeting diversity proficiencies (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)</p> <p>4.4.d Data table on faculty demographics (see Appendix A for an example)</p> <p>4.4.e Data table on candidates demographics (see Appendix B for an example)</p> <p>4.4.f Data table on demographics of P-12 students in schools used for clinical practice (see Appendix C for an example)</p> <p>4.4.g Policies and practices, including good faith efforts, for recruiting and retaining diverse faculty</p> <p>4.4.h Policies and practices, including good faith efforts, for recruiting and retaining diverse candidates</p> <p>4.4.i Policies, procedures, and practices that support candidates working with P-12 students from diverse groups</p>	<p>4.4.a Evidence of TI-related changes in the area of diversity, if TI is related to this standard.</p> <p>4.4.b Evidence to support correction of areas for improvement, if any.</p> <p>4.4.c Changes in curriculum components and experiences that address diversity proficiencies, if any.</p> <p>4.4.d Assessment instruments, scoring guides, and data related to candidates meeting diversity proficiencies, including impact on student learning (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)</p> <p>4.4.e Data table on faculty demographics. If not available through PEDS report, see Appendix A for an example.</p> <p>4.4.f Data table on candidates demographics. If not available through PEDS report, see Appendix B for an example.</p> <p>4.4.g Data table on demographics of P-12 students in schools used for clinical practice. See Appendix C for an example.</p>

**Standard 5. Faculty Qualifications, Performance, and Development**

*Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.*

<b>Institutional Report: Continuous Improvement</b>	<b>Institutional Report: Transformational Initiative</b>
<p>5.1 Faculty Qualifications, Performance, and Development</p> <p>5.1.a Qualified Faculty Summarize unit's expectations for and evaluations of its professional education faculty, school-based faculty, and university clinical faculty regarding faculty qualifications.</p> <p>5.1.b Modeling Best Professional Practices in Teaching Summarize unit's expectations for and evaluations of its professional education faculty regarding modeling best professional practices in teaching.</p> <p>5.1.c Modeling Best Professional Practices in Scholarship Summarize unit's expectations for and evaluations of its professional education faculty regarding modeling best professional practices in scholarship.</p> <p>5.1.d Modeling Best Professional Practices in Service Summarize unit's expectations for and evaluations of its professional education faculty regarding modeling best professional practices in service.</p> <p>5.1.e Unit Evaluation of Professional Education Faculty Performance Summarize unit's expectations for and evaluations of its professional education faculty regarding faculty performance.</p> <p>5.1.f Unit Facilitation of Professional Development Summarize resources, opportunities, processes, and outcomes regarding unit facilitation of professional development.</p> <p>5.2 Moving Toward Target or Continuous Improvement</p>	<p>5.1 What are the significant changes in how the unit ensures that its professional education faculty contributes to the preparation of effective educators through scholarship, service, teaching, collaboration and assessment of their performance?</p> <p>5.2 Summarize activities and assessments that demonstrate</p>

**Standard 5. Faculty Qualifications, Performance, and Development**

*Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.*

**Institutional Report: Continuous Improvement**

**Institutional Report: Transformational Initiative**

**5.2.b Continuous Improvement**

Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.

correction of any areas for improvement from the previous visit, if applicable.

**5.3 Transformation Initiative**

- Summarize activities and changes based on data on candidate performance and program quality that are related to the TI, if TI is related to this standard.
- Discuss plans for sustaining and enhancing progress on the TI in this area, if TI is related to this standard.

<b>Standard Five</b>	
<b>Required Exhibits Continuous Improvement</b>	<b>Recommended Evidence: Transformation Initiative</b>
<p>5.4.a Data table on qualifications of professional education faculty (This table can be compiled in the online template from data submitted for national program reviews or compiled in Excel, Word, or another format and uploaded as an exhibit. See Appendix D for an example.)</p> <p>5.4.b Data table on qualifications of clinical faculty (i.e., P–12 school professionals and professional education faculty responsible for instruction, supervision, and/or assessment of candidates during field experiences and clinical practice)</p> <p>5.4.c Policies and practices to assure clinical faculty meet unit expectations</p> <p>5.4.d Policies and samples of faculty scholarly activities</p> <p>5.4.e Summary of faculty service and collaborative activities in schools (e.g., collaborative project with school faculty, teacher professional development, and addressing the needs of low performing schools) and with the professional community (e.g., grants, evaluations, task force participation, provision of professional development, offering courses, etc.)</p> <p>5.4.f Policies, procedures, and practices for faculty evaluation (including promotion and tenure) and summaries of the results in areas of teaching, scholarship and service</p> <p>5.4.g Policies, procedures, and practices for professional development and summaries of the results</p>	<p>5.4.a Evidence of TI-related changes in the area of faculty qualifications</p> <p>5.4.b Evidence to support correction of areas for improvement, if any</p> <p>5.4.c Data table on faculty qualifications (This table can be compiled in the online template from data submitted for national program reviews or compiled in Excel, Word, or another format and uploaded as an exhibit. See Appendix D for an example.)</p> <p>5.4.d Licensure information on school/ clinical faculty (e.g., cooperating/mentor teachers, internships supervisors, etc.) practice)</p> <p>5.4.e Samples of faculty scholarly activities</p> <p>5.4.f Sample forms for faculty evaluation and summaries of the results</p> <p>5.4.g Description of opportunities for professional development</p>



**Standard 6. Unit Governance and Resources**

*The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.*

**Institutional Report: Continuous Improvement**

through continuous improvement as articulated in this standard.

**Institutional Report: Transformational Initiative**

6.3 Transformation Initiative

- Summarize activities and changes based on data on candidate performance and program quality that are related to the TI, if TI is related to this standard.
- Discuss plans for sustaining and enhancing progress on the TI in this area, if TI is related to this standard.

<b>Standard Six</b>	
<b>Required Exhibits Continuous Improvement</b>	<b>Recommended Evidence: Transformation Initiative</b>
6.4.a Policies, procedures, and practices for governance and operations of the unit	6.4.a Evidence of TI-related changes in the area of EPP governance and resources
6.4.b Organizational chart and/or description of the unit governance structure and its relationship to institutional governance structure	6.4.b Evidence to support correction of areas for improvement, if any
6.4.c Policies, procedures, and practices for candidate services such as counseling and advising	6.4.c Organizational chart and/or description of the EPP governance structure
6.4.d Policies, procedures, and practices for candidate recruitment and admission, and accessibility to candidates and the education community	6.4.d Candidate recruitment and admission policies
6.4.e Academic calendars, catalogs, unit publications, grading policies, and unit advertising	6.4.e EPP budget, with provisions for assessment, technology, and professional development and in comparison to other schools/colleges with clinical components on campus, if applicable, or similar EPPs at other locations
6.4.f Unit budget, with provisions for assessment, technology, professional development, and support for off-campus, distance learning, and alternative route programs when applicable	6.4.f Faculty/instructor workload policies and summaries of faculty/instructor workloads
6.4.g Budgets of comparable units with clinical components on campus or similar units at other campuses	
6.4.h Policies, procedures, and practices for faculty workload and summary of faculty workload	
6.4.i Policies, procedures, and practices to ensure that all candidates have access to physical and/or virtual classrooms, computer labs, curriculum resources, and library resources that support teaching and learning	
6.4.j Policies, procedures, and practices to ensure that all candidates access have to distance learning including support services and resources, if applicable	